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REDIRECTION OF EDUCATION IN SMALL CITIES AND TOWNS OF WASHINGTON

VOCATIONAL INSTRUCTION THE ENTERING WEDGE OF REDIRECTION

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In general there are two classes of small cities and towns: (1) rural-community centers; (2) industrial centers built up around some one or a small group of industries. Typical of the latter in this state are the mining towns, lumbering and wood-products towns, and seaport and fishing towns. By far the larger number of small cities and towns in this state, as elsewhere, are essentially rural-community centers. Of course, some of the industrial towns are also centers for rural communities.

Both classes of towns present educational problems quite different from those of the larger city. In the first place, the latter has a large number of persons employed in each of a large number of industries and occupations which are represented in other cities—the so-called constant industries and occupations. Again, the large city industries are usually more highly specialized than those of the small city or town; and again, a large number of its industries are owned and controlled by corporations. Thus the laborers and employers represent relatively more distinct social classes in a large city than in a smaller place. The third difference applies to the rural-community town rather than to the industrial town.

So far as these generalizations hold true, they serve as guides in establishing vocational guidance and instruction. Without preliminary survey the large city may assume the presence of the so-called constant occupations, and may begin making provision for them in its educational program. To what extent provision should be made for the constant occupations will always, of course, be a

question for each city to settle. Besides the constant industries, the large city will usually have several others, especially the large industry, for which provision should also be made. Generally considered, the large city is vocationally self-sufficient, i.e., the schools will not ordinarily need to provide instruction for vocations outside of the city. The possible exception to this is instruction in agriculture for city boys who ought to go on the farm. On the other hand, the small city or town is likely not to be vocationally self-sufficient, and therefore instruction for vocations outside of the community should also be provided. This condition is especially true of the industrial town not having adjacent agricultural territory. Again, the small city or town which is the center of an agricultural district, and is dependent for its existence upon the products of the soil, should first of all, of course, provide instruction in the various agricultural lines, actual and prospective, of the tributary agricultural lands. Rural towns must cease regarding themselves, industrially and socially, as anything more than agricultural centers before they can make much progress in the redirection of education. I say this advisedly, because it is very common for the people of rural towns to regard themselves as inhabitants of an urbanized community.

However, within these broad general notions each community has its own peculiar vocational education problems which must be met on the home grounds.

Much is being said and written on the introduction and administration of various forms of vocational instruction, vocational curricula, vocational guidance, part-time plans, etc. We are coming to see that vocational education means much more than the introduction of vocational schools and departments, paralleling the present academic departments of the high school. In its broadest sense it means also a redirection of much of the instruction now given in the schools. By redirection is meant the application of the view that the school is primarily an institution designed to render social service rather than to carry forward the traditional individualistic disciplines. In schools undergoing processes of redirection the merely traditional elements of instruction lose their former prestige. Whether a given branch can survive will depend

upon its revaluation in terms of present social needs. The purpose of this paper is to show the influence of vocational instruction as a factor in redirection.

The school will be engaged in redirecting its activities, (1) by including in its organization the community's educational activities for which there are no existing corresponding school branches; (2) by socializing certain traditional branches which may be made effective instruments for vocational, economic, and civic training; (3) by reorganizing certain other branches leading primarily to college; (4) by offering a wide range of studies and activities for avocational and cultural purposes; (5) by working out the appropriate methods for the pupils' participation in the various activities of a reorganized school; (6) by introducing certain educational activities for the adult population of the community; and (7) by reorganizing the administration of the district and county units to meet the needs of the reorganized school.

Again, the present movement of redirection of education under the lead of the vocational motive is bringing other than vocational needs into prominence. Play appropriate to the various ages of pupils, even the play life of the whole community, will be developed and conserved by the schools. The social activities of the pupils will no longer be considered as necessary evils, or, at best, as the accessories of the school, but rather as essential features of the program. The physical well-being of the pupils and the health of the community at large will require a larger share of the school's attention. Much more emphasis will be placed upon civic intelligence and civic virtues.

As examples of schools which are developing rapidly in some of the directions indicated above let us consider first those of a rural community, and, secondly, those of a mining community.

EXAMPLES OF HIGH SCHOOLS IN THE PROCESS OF REDIRECTION

High-school problems of rural towns: Snohomish as a type.—Snohomish has a population of between 5,000 and 5,500 persons. It is the center of an agricultural, horticultural, and dairying region. With the exception of a few sawmills, the important industries of the city are directly connected with some phase of agriculture,

horticulture, or dairying. Of course, the usual mercantile establishments of a small city are represented.

The population is chiefly American, with a small percentage of Germans and Scandinavians. Skilled workmen and scientific farmers form a very small percentage of the population. The population may be considered fairly permanent for a western community, rather than shifting.

The intellectual interests of the community are fairly well shown by the activities of the churches, libraries, lodges, men's clubs, women's clubs, grange, etc.

Facilities for amusements consist of three moving-picture houses, a skating rink, dancing halls, and a gymnasium; also good athletic grounds at the high school.

Snohomish is well supplied with natural resources. Power is derived from the Snoqualmie Falls. There are several undeveloped water-power sites on the Skykomish River about twenty miles above the city. Forests have been largely cut away from the adjoining territory. There is a large proportion of highly productive alluvial bottom land in the valleys of the Snohomish and Pilchuck rivers. The "logged-off" lands vary widely in fertility.

Having the comparatively simple conditions of life as above described, what should the schools do to satisfy the community's needs? Under the leadership of Superintendent of Schools C. W. Hodge, Snohomish has gone a long way toward solving its educational problems.

Superintendent Hodge has adopted the fundamental principle in building up the work of the schools which he calls "human salvation." If the pupil's interests lie in part outside of the academic lines on the one hand, or even outside of the vocational activities of the community on the other, then the school activities corresponding to such interests are introduced, if possible. The aim is to make the high school as cosmopolitan as the needs of the community require. The fundamental need is that the boys and girls shall find themselves. With this working idea of the school, no subject as such has a "corner on the educational market," for its values depend upon its efficiency in satisfying felt needs. The curriculum of the school and the content and method of each

branch therefore become flexible and pliant to the needs of the pupils.

The high school has become the object of co-operation for a number of community organizations. Clubs, lodges, associations, business firms, and individuals have become voluntary co-operative agencies in working for the school in many influential ways, and in making substantial money contributions. The Cosmopolitan Club has been active for several years in advancing the vocational education in the high school, and has raised considerable sums in its support. The local grange is a strong co-operative agency for the school. The Farmers' Educational Association joins with the school in holding local institutes.

Among the new developments attempted which have not been fully accomplished are the following: (1) a system of physical and mental examination of every pupil and a provision for the proper treatment of all cases of defects; (2) a system of part-time or extension work in the home; (3) the evolution of a body of school activities based upon the needs of the children in all stages of their development.

THE CURRICULUM

Four-year high-school courses are in full operation in the following subjects: agriculture, manual training, home economics, commerce, art, and vocal music. Following are brief descriptions of the courses as submitted by Superintendent Hodge.

Agriculture.—This is a full four-year elective course in the high school. The instructor is employed for the entire year. His services extend to the whole community as an expert adviser. To carry out the work of this department there is an agricultural laboratory equipped with a complete line of apparatus for all necessary analytical work and testing; a dairy laboratory with separators, Babcock testers, and other utensils; greenhouse and hotbeds; extensive library of standard works on agriculture and a large assortment of publications; farm-mechanics building with machinery for demonstration; model chicken house, incubators, and brooders; also four flocks of chickens; about two acres of ground for experimental purposes. Results may be cited as follows:

Forty-two high-school students are now (1914-15) majoring in the subjects. Four graduated from this department last year, all of whom are now attending the state college. Among the already apparent results of this department may be mentioned the marked awakening among the young people of a deep interest in the subject.

Home economics.—Very few girls pass through the high school without taking from one to four years of this work. To carry out the work this department is provided with a kitchen equipped with ten gas ranges, a coal range, and a good general equipment of kitchen utensils; a dining-room with linen, cutlery, and china for twenty-five guests; laundry and sewing-rooms, ten sewing machines. During the past nine years this department has paid its own grocery bills, thus insuring rigid economy. The girls who graduate from this department are able to make their own wearing apparel, even to a tailored suit and winter coat.

Commercial.—This department also offers a four-year course which includes bookkeeping, business arithmetic, penmanship, stenography, typewriting, commercial law, and multigraphing. To meet these needs the department is equipped with sixteen typewriters, duplicators, multigraph, and all other needed equipment for thorough and complete work. The enrolment of this department is always large, though the work is conceded to be heavy.

Music.—This is a four-year elective course, is well patronized, and the result is satisfactory as far as financial limitations will permit the work to be carried on. As a matter of justice to every pupil this department should be equipped to give instrumental training as well as vocal training.

Art.—This is also a four-year course in the high school and includes a wide range of activities. This course offers all phases of freehand drawing, including illustrating, designing, water-color-work, work in oils, leather-work, etc. The department is well patronized.

The high-school enrolment for the state of Washington is approximately 14 per cent of the entire public-school enrolment. During the past three years the high-school enrolment in Snohomish

has been approximately 30 per cent of its entire public-school enrolment. During the three years previous to this period it was over 26 per cent. No doubt this result is largely attributable to the introduction of the wider range of natural activities as the basis of the various courses. A large proportion of the students who have majored in these activities are either following them as their life-work or are taking further preparation in the same lines in higher institutions.

The superintendent has adopted the plan of meeting community needs as rapidly as possible. Rather than wait for substantial buildings and good equipment for home economics, agriculture, and manual training, these studies have been carried on in mere shacks, which the district has been able to purchase or borrow, or which the superintendent and the students themselves have built. A great deal of the equipment has been made by the superintendent, teachers, and students, some of it has been donated by individuals and associations, and some has been purchased by the district. The district has provided excellent teachers in all lines, vocational and academic. The superintendent's policy has led the people of the district to be more generous in school expenditures through both tax and donation sources.

Neither the population nor the property value of the district is increasing. The tax limit has been nearly reached, hence there can be little more material expansion of the schools until considerable adjacent territory is added to the district. For several years the school district of Snohomish has been educating the children of high-school age as well as many of the children of grammar-school age from this territory. There ought to be some way found for compelling consolidation.

At least two large new buildings are needed to carry on the present activities of the school, and a substantial increase in the maintenance fund to strengthen the prevocational activities in the upper grades of the elementary schools. There is also need of an evening school for adults and for a few pupils of high-school age who are unable to attend the day high school. An open-air gymnasium is also needed. In the Puget Sound climate this inexpensive form of gymnasium is becoming popular. At certain

seasons of the year it serves as an exhibit building for the county fair and sometimes as a voting place for school or municipal elections.

Contrary to what one would expect in a school of this sort, there is an almost complete absence of recreational activities, no athletics of any kind, although good tennis courts, race tracks, baseball and football grounds were constructed several years ago, no interclass or interscholastic debating, no dancing, no literary societies, and no high-school band or orchestra are provided. There are apparently three reasons why this condition exists: (1) a large number of students are so interested in the industrial activities that they prefer to spend their extra time in the shops; (2) a large number of students coming from the farm have never learned to play collectively or individually; and (3) the school authorities and teachers do not actively promote student activities, although they would allow such activities should the students demand them.

Rural communities generally lack greatly in co-operative and recreational social activities. Farmers are seldom able to organize associations and keep them intact to enable them to market their produce advantageously. They are quite generally at the mercy of the commission merchants and transportation corporations because of their inability to organize effectually. Again, the lack of the recreational spirit and habit in rural life needs to be corrected. A variety of social activities is essential in developing a higher grade of citizenship. The school of the rural community should promote this side of education.

Each teacher is given a great deal of freedom in developing his own branches and methods of instruction, and on the whole the instruction in the various departments is excellent. However, each department is too much an independent unit in itself. The instruction in physics, chemistry, history and civics, general science, biology, mathematics, commercial branches, and English is only incidentally and accidentally related to the home economics, agricultural, and manual-training courses of the high school. By this statement is meant that the sciences are not applied to practical problems arising in the vocational courses. Neither do the sciences as they are taught aim to give breadth and outlook to the vocational

branches. The work in mathematics proceeds along traditional lines. Bookkeeping is not applied to home and farm problems. English composition does not use the very interesting content of the vocational courses; there is no attempt to form word designs for the various articles made in the manual-training shop, or for the experiments in agriculture and home economics. History and civics are treated along the usual lines. One exception was found in the literature classes, where considerable emphasis was laid upon current literature dealing with important social questions of the day.

Again, a strong social core of history, economics, civics, hygiene, and sanitation is lacking. Searching work in this group of subjects dealing with present civic, economic, and health problems must be prescribed for all students if we are ever to approach the realization of the ideal American citizenship.

The school is in good condition to reorganize its instruction along the lines indicated in the foregoing paragraphs. Each teacher has charge of four eighty-minute periods a day. Each period is divided approximately into halves, one half for recitation and the other for study under the supervision of the same teacher who conducts the recitation. This plan breaks up the formality of the work; gives the teacher an opportunity to find out the needs of the individual pupils, and to provide materials and conditions for effective study; makes unnecessary much of the former formal quiz-master tactics in the recitations; and finally it gives the teacher an opportunity to effect correlations between her branch and other branches of the school. For example, an opportunity is thus afforded for the English-composition teacher and the manual-training teacher to confer on compositions about shop projects worked out or to be worked out by the pupils. The English teacher should judge primarily of the form side of such a composition and the manual-training teacher should judge primarily of the accuracy of its content. Such theme work would be equally valuable in the work of both teachers.

High-school problems of a mining town: Roslyn as a type.—Roslyn is a coal-mining camp with no agricultural lands in the vicinity, located in a canyon at the foot of the Cascade Mountains

on a branch of the Northern Pacific Railway. It is a compact community of about 4,000 persons.

The population is more or less shifting, although about 50 per cent of the families own their own homes. The sole cause for the existence and growth of the town is the development of the coal mines. The town will not grow, therefore, except as the mines need an increase in the number of miners. It is estimated that the coal veins are sufficient to keep the company operating at the present rate for fifty years. It appears unlikely that the company will greatly increase its present output, so that very little increase in the total population may be expected. On the other hand, the birth-rate is very much larger than the death-rate. This means that an increasing number of children must grow up either to take the places of those who come from other mining regions in the United States and Europe or to leave the community and find employment elsewhere. The latter seems to be the tendency for the great majority of young men at the present time. There is a strong tendency for the sons of miners to enter other occupations outside of the town, and, of course, many of the daughters go with them.

About 75 per cent of the population is foreign-born. The population is composed of a large number of different nationalities, some 25 or 30 in number. Of the males 95 per cent are coal miners, or, stated in another way, there are 1,490 men working in and around the mines. Other employments of the town require about 300 men.

The eight-hour day is established. The minimum wage is \$3.80 a day, and helpers receive \$2.40 and up. Many miners working by the piece system make \$5 to \$7 a day. However, the work is not steady at all times. At present there are very few accidents. The miners have formed an association which employs physicians and nurses. This association also provides training for the miners in the first-aid and mine-rescue work. The town is fairly free from disease, although there is a strong tendency toward tuberculosis. In case of accident or sickness of the miners, aid may be secured under the state industrial insurance law,

The usual home of the miner is a rough board house, much too small for his family, poorly ventilated, but usually fitted with a sanitary toilet and bath.

Among the institutions of leisure time are 19 saloons. The question arises, What will take their place if the new prohibition law should be enforced? There is a very good Young Men's Christian Association, adapted to the miners' use, (1) by omitting all religious exercises; (2) by furnishing a well-equipped gymnasium with swimming pool and shower baths in connection; and (3) by a rather poorly equipped library and reading-room of 1,000 poorly selected books. The Hvarteka Sokal has a clubroom and gymnasium. Each nationality has a lodge, and most of them have women's lodges accompanying them. The union organizations have built an opera house and dance hall. This contains quarters for union meetings. All labor is organized locally and nationally. The Moose and Eagles have clubrooms. The following lodges have strong membership: Masons, Knights of Pythias, Knights of Columbus, Foresters, Woodmen of the World, Odd Fellows, Moose, and Eagles. There are about 30 secret societies in the town. The churches of the Catholics, Episcopalians, and Presbyterians serve the people in a social as well as a religious way. Besides these, there are the Baptists (colored), Free Methodists, Latter Day Saints, and Lutherans represented. None of these latter support a local minister.

In view of the data given above, what local adjustments should be made by the Roslyn high school? In the first place, it is clear that many things could be taught which are not directly vocational in character, but which, nevertheless, grow out of the vocations of the community. Perhaps one of the most important needs is that of a strong evening school for the adult miners and their wives. Under the direction of Superintendent Linden McCullough, considerable progress in this line is being made. An evening school was started this year with an average attendance of 200. The chief aims of the evening school in Roslyn are to give instruction in the English language and in personal and social hygiene. As the work develops, emphasis will be placed upon the hygiene of the home. The women will be taught the various phases of home

management. Civics will also become important, and will begin with the miners' occupation, his union, and his community. In connection with the day and evening school wholesome entertainment and other social features will be provided to take the place of the 19 (social centers) saloons. The superintendent writes that the high-school building will soon be used every night for some social purpose. The board of education has recently given permission for the use of the high-school building twice each month for dancing purposes, with a provision for restricting the hours of beginning and ending the dances, and with the additional restriction that the high-school boys and girls refrain from dancing in other places.

The small enrolment of the high school shows a need for continuation school work. Of the total enrolment of 747 pupils in 1913, only 51 were enrolled in the high-school grades. The high-school enrolment was less than 7 per cent of the total, while the high-school enrolment of the state was 14 per cent of its total enrolment.

A very few boys and girls of high-school age are employed in the mines and other occupations. If they are not in the industries or in the high school, where are they? In the first place, in a town of cosmopolitan population, we may expect to find a large number of boys and girls of high-school age still attending in the grades; in the second place, many of the girls are helping their mothers take care of large families, and, lastly, there are a number of boys doing nothing.

While the boys of high-school age in this place should be given the last word concerning the mining industry, their vocational training should not be confined to that industry or even to all the industries of the town. The industrial outlook of such a town is altogether too limited to warrant such a procedure. Observation leads us to believe that the inside work of the mines should be done only by strong men. Occasionally a strong boy may thrive digging coal alongside of his father. On the other hand, the machine-shop would offer an excellent opportunity to a few high-school boys for part-time instruction. The machine-shops of the mines carry on a great variety of operations which would give the boys an excellent training. Other opportunities for part-time instruction would be

afforded by the various stores and small industries of the town. Yet there is no doubt that the vocational opportunities are far too limited for all the boys of the community. To overcome this condition, substantial courses designed to exploit a wide range of vocations should be organized. In other words, prevocational instruction, with much emphasis upon vocational guidance, should be made an important aim of the school.

After all, the most important redirection of education in this community will not consist so much in developing vocational instruction, *per se*, as in teaching the rising generation, as well as the adult population, how to live in their vocations, in their homes, and in their community.

English, civics, hygiene, applied science, industrial history, industrial art, and music adapted to the needs of the pupils, should be emphasized. Agriculture should also be emphasized, (1) as a possible vocation for a large number of miners' sons and daughters; and (2) as related to the development of flower and vegetable gardens, which are so sadly needed in this plantless town.

Again, the school has a tremendous responsibility as well as an excellent opportunity in this place to develop recreations and recreational facilities. The school's social-center possibilities are numerous. The school's influence upon happy, clean, wholesome living in this community should go beyond that of all other local institutions not excepting the churches. It could become the veritable "melting-pot" of the races.

THE INFLUENCE OF VOCATIONAL UPON ACADEMIC INSTRUCTION

Along with the schools' responses to the social and individual needs of the community, new problems arise in the simplification of the existing courses and methods of instruction. The entering wedge of vocational instruction is teaching us the futility of arranging courses under the traditional captions of "English course," "classical course," "Latin-scientific course," "scientific course," etc. These old disciplinary and cultural classifications are coming to have little meaning for students and teachers alike. There is nothing in such groupings that indicates definite purposes in selection of branches or in treatment of subject-matter. We are all

agreed that secondary instruction should meet the three fundamental needs of citizenship, vocation, and culture. Again, we are agreed that the active, purposeful participation of the student in instruction is essential. How would it do, then, to formulate the instruction based upon the following principles: (1) the need for every high-school student to become independent and efficient in his school work; (2) the need of all students for a common knowledge (hygienic and citizenship knowledge); (3) the need of preparing each student for his vocational or professional destination; and (4) the need of preparation and participation in recreational, avocational, and aesthetic activities and appreciations, and of a general cultural knowledge of world significance. What do these principles mean when applied?

Rarely do high-school students become investigators while in school, or even have the attitude of investigators. The curiosity exhibited by pupils of the primary grades either no longer exists or is no longer concerned with school work. The stint method combined with the ordinary schoolroom catechistic method tends to prevent such an acquisition by the student. The rate of speed in pursuing a subject in the ninth grade seems to be about the same as that of the twelfth. The main facts of the outline of the subject are learned, discussed, and reproduced upon formal examination. The class is usually led by the teacher, textbook, or outline. The student is task-performer and the teacher is taskmaster. The amount of real reflective thinking done by high-school students is probably very small. No doubt there is value in the loose association of facts, in the formation of opinions on the basis of imagination, feeling, suggestion, but knowledge thus acquired never gives mastery of the subject.

The primary duty of the teacher ought to be to attempt to arrange study and recitation conditions in such a way as to stimulate the maximum of independent activity and to make the student conscious of his methods of study. How can a student learn to use effective methods of study without much waste of time and energy, unless he knows his methods and realizes the necessity for improvement? To assist the student in problem-finding, in problem-solving, and in becoming problem-minded should be the

first duty of the teacher. In this connection, the supervised study-period, if well conducted, promises good results. If the teacher has really been active in supervising the study-period, she knows before the class comes to recitation what each one has accomplished, thus making the usual type of recitation, "pumping for what is not," unnecessary. The teacher supervises the study-period, not to do the work for the students, but to see that they have facilities, books, maps, and other materials needed. In the study-period the students should be free to move about and work in groups, as the nature of the study requires. The teacher may require a clear statement of the students' problem, and the main steps proposed for its solution. Then by such stimulating suggestions as "What has point '3' to do with the problem? or, "What relation has point '4' to point '3'?" she will secure reflective thinking. The recitation, which should usually come immediately before the study-period, should be of the nature of an intellectual clearing-house, where comparison of results, discussion, expositions, and demonstration is given by the members of the class in a spirit of mutual co-operation. Again, the recitation should be conducted in such a way as to assist in setting new problems for the study-period. In a very real sense, the recitation should become a preparation for the study to follow, rather than a period of mere testing.

The problem of method is intimately connected with that of the arrangement of courses of study. When we squarely face the problem of method, we must conclude that the particular amount of any subject to be covered in a given time becomes relatively unimportant. Is the student improving his study methods, and in this improvement is he becoming aware of the instruments necessary for a still better control of the subject?

In the next place, the curriculum should be sufficiently elastic to be interpreted and arranged in terms of the students' common and divergent needs. The time has nearly arrived when the constants of the high-school curriculum will no longer consist of a corps of subjects for disciplinary purposes, for general cultural purposes, vocational purposes, or professional purposes. The constants of the curriculum should be only those lines of work that are so

important for all that every high-school student should be required to pursue them. When we come to view the question in this way, the number of branches and the amount of each will be greatly reduced.

No doubt we should all agree that at least three years of English should be included, since English is so important as the medium of communication and understanding. For citizenship purposes we should probably agree that every student should have one year of United States history, also at least one year of civics, which should include a great deal more than a study of governmental machinery. It should include a study of many social, economic, and civic problems. The time is not far distant when the United States history and civics group will be given throughout the four years of the high school. As the civic, social, and economic problems of society become more insistent in our thinking, we shall have to stop toying with this field of knowledge of first importance. The instruction in this social corps should be closely correlated with all the various student activities of the high school. We should agree that at least one-half year of personal and public hygiene should be given. The writer would prefer one year of instruction in this branch. So far, the foregoing list of constants seems undebatable. It still may be debatable whether all girls should have at least one year in home economics. Personally, the writer is in favor of such a course. Then there are two other branches of doubtful value as constants, viz., mathematics and science. Unless mathematics can be made to come out of its seclusion, and can be made a real instrument for solving important social and economic problems in the life of the student and the community, then it will undoubtedly come to be omitted from the prescribed branches. The prescription of physics is giving way to the prescription of any science. This is the beginning of a movement for no prescribed science, unless a general-science course of high practical value is provided.

All other subjects should be placed in the elective list, not to be elected by a "helter-skelter" method, but with one or more life purposes in mind. They should be put in the curriculum to assist in realizing vocational, professional, avocational, recreational, and

various cultural interests. These subjects are not to be excluded from the prescribed list because they are less important, but because they are not of universal importance. Indeed, as instruments in realizing particular purposes, they are of highest importance, but they should be evaluated and taught with the appropriate purposes in mind.

The provision for the subjects for election should be made as far as possible to meet the demands of the community for training in the fields mentioned above. No high-school student, of course, should be graduated without some training in the so-called cultural branches, but it is not necessary that he be required to pursue a particular foreign language, or indeed any foreign language. Of course, the same branches may often be taken for vocational or professional reasons, and when so pursued they may have a high cultural value also. On the other hand, there are a large number of non-vocational or non-professional branches which should always be included in the curriculum for various liberal culture purposes. Students desire to do some things just because they are interested in them, or because they enjoy them.

Again, the branches to be pursued for vocational and professional purposes should be elective only in the sense that their purposes demand a different grouping and treatment to meet the needs of a variety of vocations and professions. The constant endeavor should be to give continual vocational and professional guidance. The determination of the purposes best fitted for each student's development will in turn determine the branches and the character of the work to be done in them.

Thus the introduction of vocational instruction will bring with it a régime of purposeful activity which will result in the redirection of instruction in all departments of the high school.